

Investigating teacher's practices of TPR method in teaching vocabulary to young learners

M. Shabir, M.Pd

Abstract

This study seeks to investigate the practices of Total Physical Response (TPR) method by teacher in teaching English vocabulary to the fourth year students of elementary school. To achieve the objective, the writer observed intensively how a teacher at one of elementary schools in Cimahi put into practices the method for 4th grade students numbering 34 students; 18 girls and 16 boys. The writer found that the teacher's practices of the TPR method had been successfully carried out as suggested by the method.

1. INTRODUCTION

Almost all elementary schools include English lesson as local content subject (Suyanto, 2003). Current curriculum says the objective of teaching English to the elementary school students as a local content course of study is that they are expected to be able to make simple sentences. Children, in this case is the elementary school students, are different from adult. According to Harmer (2001: 38), young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so.

Teaching English to the fourth grade students of elementary school means teaching the children at the age between nine and eleven years old. A teacher in teaching English to children has an important role since he is required to be able to set students interest and motivation in learning English. Teacher of this level need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercises when they see his students are getting bored. In order to make the teaching English in elementary school to be successful, it should be considered some factors such as the quality of the teachers, students' interest, motivation,

etc which are involved together in teaching and learning process. Besides that, there are other important factors; they are teaching technique and teaching media which play important role.

There are many methods used in teaching language to children. Total Physical Response, a method developed by James J. Asher (1942), is one of methods in teaching language that may support to realize the expected situation. It can also be presented by using a game that is appropriate to the learners' characters. The previous research, which was conducted by Wulandari (2002), has proven that there is a significant difference of the students' achievement in mastering English vocabulary by using TPR.

However, as reported by some previous researchers, though teachers have been introduced to many teaching techniques, not many really understood and could put into practices the techniques in their teaching. In line with, the writer investigated practices of a method which in this case is TPR method in teaching English vocabulary to the fourth graders of elementary school.

2. OBJECTIVES OF THE STUDY

The objectives of this study can be stated as follows:

1. To investigate the practices TPR method in teaching vocabulary to the fourth year students of SDN Pasikaliki Manditi 1.
2. To investigate whether the practices of TPR method in teaching vocabulary at the school are carried out as suggested by the method.

3. RESEARCH QUESTIONS

In order to get the objective of the study systematically, the following questions are raised:

1. How are the practices of TPR method in teaching vocabulary to the fourth year students of SDN Pasikaliki Mandiri 1?
2. Are the practices of TPR method in teaching vocabulary in line with the ones suggested by the method?

4. LITERATURE REVIEW

In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. In line with this, Ramelan (1994: 4) states: "If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences".

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning

English since their native language is quite different from English. Learners should have a great motivation. They should be serious in learning English because learning language actually needs a total physical, intellectual, and emotional response.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form. According to Brown (1980: 8), teaching is guiding and facilitating learning, enabling, and setting the condition for learning.

There are some factors that should be considered before teaching a foreign language such as English. Those factors are "age, ability, aspiration and need, native language, and previous language experience" (Finocchiaro, 1974: 14).

4.1 Characteristic of the Fourth Graders of Elementary School

The range age of the Elementary School students is between six to twelve years old. They have different characteristics and motivations from the students of junior high school, senior high school, and university. That makes teaching elementary school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case, teacher has a challenge to motivate the students in learning something new. According to Scoot and Ytreberg (1990: 2-4), the general characteristics of students in elementary school are as follows:

1. They are competence users of mother tongue.
2. They can tell the difference between the fact and fiction.
3. They love to play and learn best when they enjoy themselves, but

they also take themselves seriously and like to think what they are doing is really work.

4. They are enthusiastic and positive about learning.
5. They rely on the spoken word as well as the physical world to convey and understand meaning.
6. They are able to work with others and learn from others.
7. Their own understanding comes through eyes, hands, and ears.
8. They have very short attention and concentration span.

Young learners refer to the students of elementary school; in this case is the fourth graders. The fourth graders of elementary school are in the range age of nine to ten years old. They still like to play and learn through their hands, eyes, and ears. Slattery and Willis (2001) state that the children from seven to twelve are learning to read and write in their language, developing as thinkers, can plan and organize how best to carry out an activity, can work with others and learn from others, can understand the difference between real and imaginary can be reliable and take the responsibility for class activities and routines.

Concerning those characteristics, a teacher needs to make his teaching be more interesting like their daily world and motivate them to learn. The elementary school students still need a specific guide from teacher and people around them in order to follow the lesson well. Based on the explanation above, they like to see how things operate and they are interested in learning something by making them being active in the classroom. It is a supporting point for teaching them using the Total Physical Response, since the TPR is full with real situation being demonstrated. The fourth graders of elementary school whose age are still in the critical period are in the perfect time to study English vocabulary

which will be presented in live presentation using the TPR method.

4.2 Teaching English Vocabulary

Vocabulary is one of the language components which have to be mastered by the students in learning a new language. They students will get difficulties in using English if they are lack of vocabularies. Based on BBC English Dictionary (1992: 1316), vocabulary is the total of words you know in a particular language. Webster (1983: 2046) defines vocabulary as a list of words, and sometimes, phrase, usually arranged an alphabetical order and defined: a dictionary, glossary, or lexicon. Similarly, Hornby (1995: 1331) defines vocabulary as 1) the total number of words in language; 2) all the words know to a person or used in a particular book, subject, etc; 3) a list of words with their meanings, especially one that accompanies a text book in a foreign language.

According to the definitions above it can be concluded that vocabulary is a stock of words in a language, written or spoken, with meaning that considered as cultural meaning used by group or individual community.

4.3 Teaching Vocabulary to the Fourth Graders of Elementary School

Teaching elementary school is considered as teaching children. In this case, vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum. Notion (1978: 27) states that a good vocabulary teaching technique should be able to attract the learners, able to make the learners understand the

meaning or use of the words, and provide a chance for repetition.

Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language (Finocchiaro, 1974: 38) In teaching vocabulary, teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written into sentences or paragraph. As stated by Charty (1995:64), that the best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context. It is very important to master vocabulary first by children who are learning a foreign language. For this reason, teacher should pay more attention to the teaching vocabulary to children. Vocabulary should not rely on the spoken words only; teacher should try to give as clearly as possible the explanation of the meaning of the words being taught by showing picture, dramatizing, illustrating, paraphrasing, or giving the similarity with their native language.

In teaching vocabulary, teacher should be able to distinguish the students' level. He has to be able to manage the teaching vocabulary effectively in order to achieve a target. He has to select the suitable words to be taught. Haycraft (1983: 44) states that the choice of words should be based on common words (words which are commonly used for the worlds that students need. According to Wallace

(1982: 27), there are six principles on which teaching vocabulary is to be based; they are:

1. Aims. In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself, the words which should be taught, lists of words expected the learners to achieve.
2. Quantity. Teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson are taught.
3. Need. In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.
4. Frequent Exposure and Repetitions. In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words.
5. Meaningful Presentation. The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

4.4 Total Physical Response

Total Physical Response (TPR) is one of new methods developed by James Asher, a professor of psychology at San José State University, California, USA,

to aid learning foreign language. TPR is a language learning method which is based on the coordination of speech and action. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be. In TPR classroom, students respond to commands that require physical movement.

Asher defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows for long period of listening and developing comprehension prior to production (www.wikipedia.com).

Richard and Rodgers (1986: 87) state that TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Garcia (2001: 1) explains that the two very important concepts in TPR are the notion of Total Physical Response involvement and the role played by the right hemisphere of the brain in learning a second language by action. The first concept deals with the idea of introducing second language by giving action response which has been influenced by the way people acquire their first language. A baby would not memorize a list of words or try to speak immediately. They just listen first to the other family members and then act or do thing in response to their utterances. In the next period he would speak if he was ready to. Nevertheless at first, he would listen and carry out actions or respond physically to him. The second one relates to the brain hemisphere. Our brain is divided into two parts, left and right hemispheres. Scientists had found that the left and the right hemisphere were two independent neurological entities having different functions both account

for different responsibilities (Garcia, 2001:1).

Garcia explains further that the TPR approach is a right brain method of learning a language because the language is taught mainly through actions. In the other words, commands play as the core of the course. TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how infants internalize their first language (www.tprsource.com/asher.htm). Asher looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. With TPR the teacher tries to mimic this process in class (www.tprworld.com/organizing).

TPR is also named the comprehension approach since of the importance given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. If they can perform the teacher's instructions it means that they know the meaning of the words. From the explanation above, the writer concludes that TPR places more emphasis on the link between word and action. The activity, where a command is given in the imperative and the learners obey the command, is the main activity of TPR. Therefore, it will be easier for the students to recall the words they have learned if they use their body in learning vocabulary items. The powerful method of TPR is best applied to introduce new vocabulary and new grammatical feature at any level. TPR can be varied in any different activities such as storytelling, dialogue, games, or a pattern drill.

4.5 The Objectives of TPR

A method or technique in teaching and learning process must be developed in order to get a better purpose for a better life. TPR was developed in order to improve the better result of teaching learning process of a new language. Teachers who use TPR believe in the importance of having the students enjoy their experience in learning to communicate a foreign language.

According to Larsen-Freeman (2000: 113), TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. Richard and Rodgers (1986: 91) say: "The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker". From the statement above, there are some objectives of Total Physical Response: 1) Teaching oral proficiency at a beginning level; 2) Using comprehension as a means to speaking 3) Using action-based drills in the imperative form.

4.6 The Teacher and Learners Role in TPR

In the teaching learning process using TPR method, the learners and the teacher play different roles.

4.6.1 Learners Role

Learners in TPR have the primary roles of listeners and performers. They listen attentively and respond both individually and collectively. They have little influence over the content of learning since the content is determined by the teacher who must follow the imperative form for lesson (Richard and Rodgers 1986:93). According to Larsen

and Freeman (2000: 113), the students are imitators of the teacher's nonverbal model. There will be a role reversal with individual students directing the teacher and the other students.

In TPR, learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak that is when a sufficient basis in the language has been internalized.

4.6.2 Teacher Role

In the teaching learning process using TPR method, teacher plays an active and direct role. According to Larsen and Freeman (2000: 113) teacher is the director of all students' behaviors. Asher (1977) as quoted by Richard and Rodgers, (1986: 93) states "The instructor is the director of a stage play in which the students are the actors". It means that teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable.

4.7 The Principles of Total Physical Response

Before applying the TPR method for teaching a foreign language, in this case is English, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. Asher as the developer of TPR elaborates the principles of this method, they are:

1. Second language learning is parallel to first language learning and should reflect the same naturalistic process.
2. Listening should develop before speaking.
3. Children respond physically to spoken language, and adult

- learners learn better if they do that too.
4. Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.
 5. Delaying speech reduces stress. (www.tprsource.com/asher.htm)

Moreover, Larsen and Freeman (2000: 111) describe several principles in teaching learning process by using TPR upon which the teacher's behaviors is based. The principles of TPR are as follow:

1. Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
2. The students' understanding of the target language should be developed before speaking.
3. Students can initially learn one part of the language rapidly by moving their bodies.
4. The imperative is powerful linguistic device through which the teacher can direct student behavior.
5. Students can learn through observing actions as well as by performing the action themselves.
6. Feeling of success and low anxiety facilitate learning.
7. Students should not be made to memorize fixed routines.
8. Correction should be carried out in an unobtrusive manner.
9. Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
10. Language learning is more effective when it is fun.
11. Spoken language should be emphasized over written language.
12. Students will begin to speak when they are ready.
13. Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

According to the principles above, it can be concluded that students will understand the meaning of the vocabulary items easily if they use their bodies while they are learning. In the learning, students should feel successful and they do not feel pessimistic.

A teacher should be careful in correcting the students' mistakes. Correcting the mistakes improperly will make the students feel desperate. Therefore, an English teacher must be able to create flexibility in the classroom. Another important thing is that the new vocabulary should be presented in a context not word by word.

5. METHODOLOGY

The study took place at SDN Pasirkaliki Mandiri 1. English teacher at this school admitted that she has been using TPR method in teaching the students. Participant in this study was one English teacher. The writer wished to have more participants. Unfortunately, there was only one English teacher at the school.

The data employs a qualitative case design. A case study design is considered appropriate for this study since it is a case dealing with teachers' practices of a certain method in a particular school.

Regarding data collection, there were two techniques employed namely classroom observation and interview. These two techniques were considered enough to gain the information needed

for this study. Intensive classroom observations were conducted. During the observations, in which the researcher was non participant observation investigated the practices of TPR method by teacher in teaching vocabulary. The writer observed the teacher three sessions to find the data regarding the practices of TPR method by the teacher. The interview, which was semi-structured, was conducted after the data from observation was gained.

6. FINDING AND DISCUSSION

The following paragraphs will elaborate the activities or practices of TPR method in order to answer “how are the practices of TPR method in teaching vocabulary to the fourth year students of SDN Pasirkaliki Mandiri 1?”

In practicing the TPR method, the students were given vocabulary related to the topic “*At School*”. She introduced new vocabulary in the form of commands or short sentences not in a word by word. The words given in this stage were *book, pencil, bag, ruler, pen, blackboard, window, door, table, chair, floor, bin, broom, cupboard, eraser, etc.* The activity or command given used some verbs such as *open, close, write, draw, clean, point, touch, sit down, stand up, etc.* The practices of teaching learning during this are described as follows:

First day of observation

Activity 1

The teacher explained briefly about the method used in the teaching and learning process. The explanation was in two ways, students’ native language and English as the target language so that the students had some ideas about what they had to do.

She also provided some teaching aids to help the students to know what they were going to demonstrate with. The teacher asked 4 students to come forward

and sit with her on chairs that were lined up facing the other students; they would be the models for some commands. The other students should listen and pay attention to the performance. Then, the teacher explained the procedures to the models and uttered some commands related to the topic by performing them slowly because the objects of the study were in the beginner level. She repeated this activity for several times, and then asked the 4 students to imitate her. The teacher asked the models to perform what she said collectively and then individually. If they still did not understand, she performed it and next they performed like what she did. The rest of the students watched them.

To check the understanding of the student, who had been sitting while observing her and the 4 student, the teacher asked them to practice with their partner.

Activity 2

Teacher wrote the vocabulary items and commands which they had just learnt on the board. Each time she wrote those items, she acted those out. She also explained pronunciations clearly and the students repeated after her.

Activity 3

In this occasion the teacher reviewed the words that were taught before, especially the words that were difficult to memorize. She also added some new vocabularies related to the topic. To practice the students’ understanding, she asked them to make a group of five to create some commands and those commands should be told to the other group in order to perform those commands.

Activity 4

After the treatment process, the teacher gave a test about the material that had been given in the first stage. The test

was in the form of command lists. One by one student had to perform what the teacher said. There were 20 command lists for each student.

The second day of observation

During this second observation which was conducted in the following week, the teacher presented new topic; that was *My Body*. Before conducting the lesson, the teacher reviewed what they had learned in the previous meeting. The activities in this second second stage was almost similar to the activities in the first stage. The words and activities presented by the teacher were related to “our body and its functions”. They were *head, eyes, ears, mouth, nose, cheek, neck, hair, hand, arm, tooth, leg, foot*. The verbs presented were *see, smell, hear, taste, bite, eat, count, kick, etc.* In this stage the teacher also introduced some adjectives; they were *tall, short, slim, fat, white, black, curly, straight, sharp, handsome, beautiful, etc.*

Activity 1

Teacher explained briefly again about the method used in the teaching and learning process. The explanation was also still in two ways, students’ native language and English as the target language so that the students had some ideas about what they had to do. She kept providing some teaching aids to help the students to understand what they were going to demonstrate with. The teacher asked 4 students to come forward and sit with her on chairs that were lined up facing the other students; they would be the models for some commands. The other students should listen and pay attention to the performance.

The teacher explained the procedures to the models and uttered some commands related to the topic while performing it slowly. She repeated these activities for several times and then asked the 4 students to imitate her. Then

the teacher asked the models to perform what she said collectively and then individually. If they still did not understand, she performed it and they performed like what she did. The rest watched them. To check the understanding of the student who had been sitting and observing her and the 4 students, the teacher asked them to practice with their partner.

Activity 2

Teacher wrote all the vocabulary items and commands they had just learnt on the board. Each time she wrote those, she acted those out. She also explained pronunciations clearly and the students repeated after her.

Activity 3

In this meeting, the writer reviewed the words that were taught in the activities before, especially the words that were difficult to memorize. She also added some new vocabularies related to the topic. To practice the students’ understanding, she asked them to make a group of five to create some commands related to their bodies and those commands should be told to the other group in order to perform those commands.

Activity 4

After the treatment process, the teacher gave a test about the material given. The test was to measure the students’ understanding with the material given. The test was in the form of command lists. One by one student had to perform what the teacher said. There were 20 command lists for each student.

Third day of observation

Activity 1

Before starting the activities, the teacher explained about the method used

in the teaching and learning process as briefly as possible. Because the students were in the beginning level, she explained in two ways, the students' native language and English as the target language. It was hoped to make the students had some ideas about what they had to do. She also provided some teaching aids to help the students to know what they were going to demonstrate the activities. In starting the activities, the teacher asked four students to come forward and sit with her on chairs facing the other students. They were the models for some commands. The other students listened and paid attention to the performances doing by their four friends. The teacher explained the procedures to the models and uttered some commands related to the topic by performing them slowly and clearly. The examples of the commands given were *Sit down!*, *Standup!*, *Open your book!*, *Close the door!*, *Clean the blackboard!*, etc.

The teacher repeated each commands for several times and then asked the four students to imitate her. She asked the models to perform what she said collectively and then individually. If they could not do it, she performed it again so they could perform it like what she did. The rest of the students watched them. The teacher did not ignore the students who had been sitting and observing her doing activities with the four students. She also involved them in the activities by asking them to practice with their partner, so she could see how their students' understanding was. Teacher helped the students when they got difficulties in practicing and pronouncing the words.

Activity 2

The teacher wrote the vocabulary items and commands which they had just learnt on the board. She acted those out each time she wrote those so that the

students really understood those. The pronunciation of each word was also explained clearly. The students repeated after the teacher.

Activity 3

They practiced it both individually and collectively. In group, they tried to make some commands and gave those to their friends. Any mistakes happened were tolerable.

Activity 4

Finally, to check the students' mastery in this cycle, the writer evaluated them by giving a test in the first cycle. There were 20 items in the form of command lists.

But some students still made mistakes when they performed some commands given by the teacher. The teacher asked four students to come forward and sit with her on chairs facing the other students. They were different students. In this time, they did it voluntarily without pointed by the teacher. They would be the models for some commands. The teacher explained again the procedures to the models and uttered some commands related to the topic while performing it briefly and slowly. The other students listened and paid attention to the performances seriously when the teacher and their four friends performed commands. The commands given were related the part of the body and its functions such as; *Close your eyes!*, *Smell your hair!*, *Raise your hand!*, *Open your mouth!*, etc.

The teacher repeated these activities for several times and the four students had to imitate her. Then, the models performed what the teacher said collectively and then individually. The teacher always corrected if they did not understand or made some mistakes. After the four students succeed doing all

commands, the teacher asked the rest students to practice with their partner. The teacher also guided them when they got difficulties in practicing the commands and pronouncing the words. In order to improve their memories with the lesson, the teacher wrote the vocabulary items and commands they just learnt on the board and she acted those out again so that students being more clearly. She also explained those pronunciations and the students repeated after her.

Students seem to have not been afraid and shy in performing any command even though they made mistake. Finally, they could produce their own commands. They asked to work in group, to try making some commands and gave those to their friends.

Now, the writer wants to investigate whether those practices of TPR are in line with the ones suggested by the method.

From the beginning of teaching activities, the teacher seemed to have understood well how TPR should be implemented. She introduced new vocabulary in the form of commands or short sentences which is in line with the principles of TPR suggested by Asher, Larsen and Freeman.

She also understood how meaning in the target language should be conveyed through action. She tried to reduce anxiety to facilitate learning and made correction in an unobtrusive manner, which is in line with Larsen-Freeman saying that TPR was developed in order to reduce the stress people feel when studying foreign languages. Students were in fun in which language learning spoken language was emphasized over written language as suggested by Larsen and Freeman.

In the class, the students seemed to listen attentively and respond both individually and collectively. As Larsen and Freeman said that the students are imitators of the teacher's nonverbal

model. What she did and the way she behaved the students in the class really met with the requirements that should be done by teacher using TPR in teaching English.

The teacher's well performing in practicing the TPR method could not be separated from her good understanding on how the practices of the method should be conducted. From interview with her, the questions asked related to principles and objectives of TPR, role of teacher and learners in TPR were answered as expected. Therefore, the writer concluded the practices of that TPR method by teacher of English at SDN Pasirkaliki Mandiri 1 were carried out as suggested by the method.

7. CONCLUSION AND SUGGESTIONS

Based on the results of investigation above, the write concludes that the practices of TPR method by English teacher at SDN Pasirkaliki Mandiri 1 were in line with the suggested practices as indicated by well practices of the method that had encouraged the students to follow her from the beginning till end of the class. It is also that her well practices made her performance attractive in presenting material to the students.

It is suggested that a teacher who wish to use this method has to understand first the matter related to how it should be practiced in the field. It is also suggested that other teachers who wish to use TPR method in teaching vocabulary to their students to consult English teacher at SDN Pasirkaliki Mandiri 1 who is considered, based on this research, has good understanding how the practices of TPR method should be done.

However, the findings resented in this paper are just limited to the process of a method. They could not be a reference as to whether it is effective in

improving students' achievement in vocabulary mastery or not. Further research regarding its effectiveness is suggested to be conducted by other researchers.

8. REFERENCES

- Allwright, Dick and K.M Bailey. 1991. *Focus on the Language Classroom*. Cambridge: Cambridge University Press.
- Asher, J. James. *Organizing Your Classroom for Successful Second Language Acquisition*. www.tprsource.com/asher.htm. (Accessed on 20 August 2006).
- Asher, J. James. *The Total Physical Response Approach to Learning Language*. www.tprworld.com/organizing.htm. (Accessed on 20 August 2006).
- Brown, H. Douglas. 1988. *Principles of Language Learning and Language Teaching*. New Jersey: Prentice Hall Inc.
- Charty, Michael. 1995. *Discourse Analysis for Language Teachers*. New York: McMillan Inc.
- Elliot, John. 1991. *Action Research for Educational Change*. Buckingham: Open University Press.
- Finocchiaro. 1974. *English as A Second Language: From Theory to Practice*. New York: Regent Publishing Company.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. New York: Longman.
- Haycraft, John. 1978. *An Introduction to English Language Teaching*. Great Britain: Longman Group, Ltd.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English (5th Edition)*. Oxford: Oxford University Press.
- Suyanto, Kasihani. 2003. *Pengajaran Dan Pembelajaran Bahasa Inggris Sebagai Muatan Lokal Di Sekolah Dasar*. Jurnal Penelitian Kependidikan, Vol 13, No 2 (2003)
- Lado, Robert. 1964. *Language Teaching A Scientific Approach*. New Delhi: Mc. Grow-Hill Book Company.
- Larsen, Diane and Freeman. 2000. *Technique and Principles in Language Teaching Second Edition*. New York: Oxford University Press.
- McNiff, Jean. 1988. *Action Research: principles and Practice*. Macmillan Macmillan Education Ltd.
- Neufeldt, Victoria. 1995. *Webster's New World College Dictionary*. New York: McMillan Inc.
- Nunan, David. 1989. *Designing Task for the Communicative Classroom*. Cambridge: University Press.
- Nunan, David. 1992. *Research Method in Language Learning*. Cambridge: Cambridge University Press.
- Ramelan. 1994. *English Phonetics Fourth Edition*. Semarang: IKIP Semarang Press.
- Saleh, Mursyid. 1998. *Action Research in English Teaching*. (A Paper to be Presented at the one- day seminar and workshop on English Language Teaching conducted by the faculty of Letters, Soegijapranata Chatolic University of Semarang, on 16th October 1998)
- Scoot, Wendi A. and Lisbeth H. Ytreberg, 1990. *Teaching English to Children*. New York: Longman.
- Slattery, Marry and Jane Willis. 2001. *English for Primary Teachers*. New York: Oxford University Press.
- Tim Pengembangan MKDK IKIP Semarang. 1989. *Psikologi Prekembangan*. Semarang: IKIP Semarang Press.
- Wallace, J. Michael, Guilford, and K. Lynn. 1982. *Teaching Vocabulary*. London: London: Bridles Ltd. www.wikipedia.com. Accessed on 20 August 2006